 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Jones  **Lesson #:** 4  **Facet:** Interpret

**Grade Level:** 9-Diploma  **Numbers of Days:** 2

**Topic:** Stress Awareness/Management

**PART I:**

**Objectives**

**Student will understand that** being healthy will improve your mental state and encourage good judgments.

**Student will know** key factual information on how to recognize and deal with stress in a way that will help them through life.

**Student will be able** to judge if physical activity can alleviate stress in one’s life.

**Product:** Website

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Maine Learning Results**

**Content Area:** Health Education and Physical Education

**Standard Label:** H. Physical Fitness Activities and Knowledge

**Standard:** H4 Physical Activity Benefits

**Grade Level Span:** Grades 9 - Diploma

*Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.*

**Rationale:**

Students will gain the knowledge to be able to recognize and deal with stress in a healthy way.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Teacher will be able to check their understandings by reading the rough drafts that the students will give at the end of the first class on what they will be putting into their websites. Students will also leave with letting the teacher see if they understand assignment (Thumbs up), do not understand (Thumbs down), somewhere in between.

**Section II – timely feedback for products (self, peer, teacher)**

Self/Peer/Teacher- With using a checklist students will be able to assess themselves, they will also be able to assess their partners. Teacher’s feedback will be on the checklist from the rough draft.

**Summative (Assessment of Learning):**

Student will be making a website that will educate others about the importance of being able to recognize and deal with stress in a healthy way. Students will be providing factual and relevant information that people will find appealing. They will also be expected to hook the reading in by pictures/graphics/video/podcasts and engaging writing that will interest the reader. Teacher will use the same checklist which will be counted for most of the grade (70%) but the self (15%) and peer feedback will also be included (15%).

**Integration**

**Technology:** Students will be making a website through Weebly.

**Content Areas:**

English: Students will need to know how to communicate effectively through writing.

Psychology: Recognizing stress before it gets too bad.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will be highlighting key points through the spider graphic organizer in which they will be incorporating in their websites. Students will be asked to ask each other questions (and with permission) be able to incorporate some real life answers to questions.

**Section II – Groups and Roles for Product**

Students will eventually be paired up with their team mate by using the playing card set up. The roles of the two partners will be an information guru and an creative guru.

**Differentiated Instruction**

**MI Strategies**

**Interpersonal:** Students will be able to be in pairs, groups and also in class discussions about way in which people deal with stress and how high school can bet stressful.

**Logical:** Students will be able to recognize the signs of stress and have a way to alleviate it.

**Verbal:** Students will be able to communicate with their peers about how they deal with stress, and also what makes them stressed in life,

**Visual:** Students will be able to visually see the effects that can do to a body.

**Musical:** Teacher will be playing different types of musical to see if one type makes them more stressed than another. Also music could be incorporated in website.

**Intrapersonal:** Students will be able to recognize when they get stress and seek healthy ways to deal with it.

**Modifications/Accommodations**

***From IEP’s (Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

Students will be responsible for the content learned in day one of class which will be accessible through the class wikispace. If both days are missed it is the student’s responsibility to come to the teacher and see what kind of an alternate assignment would be acceptable.

**Extensions**

**Type II technology:** Students will be making a website that informs the reader in many ways, such as visually, musically and verbally.

**Gifted Students:** Students will be able to come up with different ways in which physical activity can relieve stress.

**Materials, Resources and Technology**

*Computers*

*Handouts*

Playing cards

**Source for Lesson Plan and Research**

<http://teachers.net/lessons/posts/2032.html-> Notes

<http://www.webmd.com/depression/guide/exercise-depression> -Notes

<http://www.3fatchicks.com/how-endorphins-fight-stress/>-Notes

<http://7hillscanvass.org/?p=1126> Notes

<http://www.webmd.com/depression/guide/exercise> -depression Resource for students to look at.

<http://www.helpguide.org/mental/stress_signs.htm-> resource for students

[**http://www.youtube.com/watch?v=uFjxAsDq0Sg**](http://www.youtube.com/watch?v=uFjxAsDq0Sg)–Tutorial for Weebly

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Class Arrangements: Groups**

**Day 1:**

* Hook: 10 minutes
* Class discussion on stress and as a class list what the most stressful things are in High School: 10 minutes
* Teacher will be giving her students information and having them interact in her “lecture”:35 minutes
* Introduction to Weebly- Tutorial: 5min
* Students will use their Spider organizer with their partner to create a “rough draft” of what their website will be about. Students will also be given a checklist will be given to students so that they will know what is expected of them: 20 minutes

**Day 2:**

* Hook: You tube video on why physical activity is a great way to relieve stress: 5 minutes
* Students will be able to get into their partners and work on their websites: 50 minutes
* Students will then report on their favorite parts of their websites: 15 minutes

Students will understand that stress is a prominent factor in each and everyone’s life. Instead of having it overcome them, hopefully they will see that physical activity can be a great way to relieve it. The reason dealing with stress is so crucial is because stress is everywhere and in everyone. *Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.* The students will be given playing cards as they are entering the room. The cards will be personally selected by the teacher so that each will have a pair and the 4 groups will be even. First the class will be asked to sit with their suit. In that group the students will be asked to discuss how each other deals with stress. After they have reported out their answers. I will then ask them to find another person with the same color as them and ask them to discuss how physical activity could be a good way to relieve stress.

**Where, Why, What, Hook Tailor: Kinesthetic, Musical, Verbal, Interpersonal, Intrapersonal**

Students will know key factual information about stress. (See Content Notes)The signs, symptom, how to recognize stress, and ways to deal with stress. Students will be able to reflect on themselves and if stress has effected them in any way. Students will be able to realize that stress isn’t always a bad thing, and how your body response to different situations by sending out stress signals, by listening to lecture and also interacting with the internet. Students will be using a graphic organizer called the “spider”. This will help students organize information that they will use in their websites. Students will be suggested to ask different people questions to incorporate real authentic data in their project. The teacher will be able to check for understanding by reading their rough drafts of their websites. Students will also leave with letting the teacher see if they are understand assignment (Thumbs up), are not understanding (Thumbs down), somewhere in between (Thumb sideways).

**Equip, Explore, Rethink, Tailors: Logical, Interpersonal, Intrapersonal**.

Student will be able to learn the effects that overly stressing can cause. They will be able to apply it to their everyday life and see how small changes could make a huge difference. Students will be grouped by the playing cards passed out at the beginning of the lesson. The roles that the students will take on is that of an informer. The roles of the partners will be an information, and a creative guru. Students will be drafting a rough draft of their brochure on the first day of the lesson. The teacher will review these rough drafts and be able to return them so that the students will be able to complete them. A checklist will be given to ensure students of the expectations. Students will be able to re-do work if they are not pleased with the final grade they are given. Teacher will use the same checklist for product which will be counted for most of the grade (70%) but the self (15%) and peer feedback will also be included (15%).

**Explore, Experience, Rethink, Revise, Refine, Tailors: Interpersonal, Verbal, Intrapersonal, Verbal**

Students will be self-assessing themselves without even knowing it. People hearing about what stress is and how it affects you, can’t help but relate it to their own lives. I will be able to give timely feedback when I hand back their rough drafts. Teacher will be able to see if they really understand what the point of the product is for. Students will use this feedback to finalize their websites. This will students backgrounds on how stress can affect your mental and physical well-being. They will be able to try and implement physical activity when they are feeling stressed. Students will be encouraged to explore many types of physical activity. Students will be able to relate back to this website for review for other lessons.

**Evaluate, Tailors: Intrapersonal, Interpersonal, Logical,**

**Content Notes**

Students will know the Signs and Symptoms of Stress:

Cognitive

* Memory problems
* Inability to concentrate
* Poor judgment
* Seeing only the negative
* Anxious or racing thoughts
* Constant worrying

Emotional

* Moodiness
* Irritability or short temper
* Agitation, inability to relax
* Feeling overwhelmed
* Sense of loneliness and isolation
* Depression or general unhappiness

Physical Symptoms:

* Aches and pains
* Diarrhea or constipation
* Nausea, dizziness
* Chest pain, rapid heartbeat
* Loss of sex drive
* Frequent colds

Behavioral Symptoms

* Eating more or less
* Sleeping too much or too little
* Isolating yourself from others
* Procrastinating or neglecting responsibilities
* Using alcohol, cigarettes, or drugs to relax
* Nervous habits (e.g. nail biting, pacing)

**Stress** isn’t always bad. In small doses, it can help you perform under pressure and motivate you to do your best. But when you’re constantly running in emergency mode, your mind and body pay the price. You can protect yourself by recognizing the signs and symptoms of stress and taking steps to reduce its harmful effects.

Psychologist Connie Lillas uses a driving analogy to describe the three most common ways people respond when they’re overwhelmed by stress:

* **Foot on the gas** – An angry or agitated stress response. You’re heated, keyed up, overly emotional, and unable to sit still.
* **Foot on the brake** – A withdrawn or depressed stress response. You shut down, space out, and show very little energy or emotion.
* **Foot on both** – A tense and frozen stress response. You “freeze” under pressure and can’t do anything. You look paralyzed, but under the surface you’re extremely agitated.

What may help you cope with stress??

* **Your support network –**A strong network of supportive friends and family members is an enormous buffer against life’s stressors. On the flip side, the more lonely and isolated you are, the greater your vulnerability to stress.
* **Your sense of control**– If you have confidence in yourself and your ability to influence events and persevere through challenges, it’s easier to take stress in stride. People who are vulnerable to stress tend to feel like things are out of their control.
* **Your attitude and outlook –**Stress-hardy people have an optimistic attitude. They tend to embrace challenges, have a strong sense of humor, accept that change is a part of life, and believe in a higher power or purpose.
* **Your ability to deal with your emotions** – You’re extremely vulnerable to stress if you don’t know how to calm and soothe yourself when you’re feeling sad, angry, or afraid. The ability to bring your emotions into balance helps you bounce back from adversity.
* **Your knowledge and preparation –**The more you know about a stressful situation, including how long it will last and what to expect, the easier it is to cope. For example, if you go into surgery with a realistic picture of what to expect post-op, a painful recovery will be less traumatic than if you were expecting to bounce back immediately.

**Handouts**

*Spider- Graphic organizer*

*Checklist*

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** Students will be able to have a guideline for all that is learn by having a rubric for the summative assessment of this lesson.

***Microscope:*** Students will be able to channel in to why stress is so ramped, and ways in which to alleviate it.

***Puppy:*** Students with this learning style will have ample opportunity to feel comfortable with themselves and be able to think about why stress occurs and how to best deal with it.

***Beach Ball:*** Students will be able to be spontaneous by picking the areas they present in their brochures.

***Rationale:*** Students of all leaning styles will be able to come together and relieze that stress is a normal reaction to life in general.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** Teacher will be able to asses her students by group discussion that she will be observing and also reviewing their rough drafts that they will turn into their final projects.

***Summative:*** Students will be turning in a website with material that they have gathered through this lesson. The students will be making this website with information from teacher and also from their own research.

***Rationale:*** My hope for this lesson is not to over burden the students with stress. I want them to learn about stress in a stress free environment.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

Students will know how to recognize and deal with stress in a way that will help them through life. Students will know factual information about stress, not only recognizing and dealing with stress, but doing it in a way that is personal to them. If they make it individual with them they will enable the student to better retain and implement it into their daily lives.

***MLR or CCSS:***

Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity

***Facet:*** Interpret

***Rationale:*** Students will able to judge their own mental state in relation to stress and see if recognizing it earlier can help them get through it easier.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Logical:** Students will be able to recognize the signs of stress and have a way to alleviate it.

**Verbal:** Students will be able to communicate with their peers all through this lesson

**Visual:** Students will be able to see what stress can do to the body.

**Musical:** Teacher will be playing different types of musical to see if one type makes them more stressed than another

**Intrapersonal:** Students will be able to recognize when they get stress and seek healthy ways to deal with it.

**Interpersonal:** Students will be able to be in pairs, groups and also in class discussions.

***Type II Technology:***

Students will be using type two technology when they are making their websites.

***Rationale:***

With making their websites students will be able to incorporate many different media sources that help convey their message.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** I feel as though this will be a powerful lesson not just for this unit, but for life. I want my students to know how to recognize stress and know at least one way that you can deal with it: physical activity.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** Students will be able to further their learning when they are making their brochures. By looking at different cites they will hopefully find interesting material that they will be excited about putting in to their brochures.